



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

695 Thunderbolt Avenue, Lake Havasu City, AZ 86406

Lake Havasu Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing Plus
2003-04 Highly Performing
2002-03 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Paul Olson
Schedule : 07:30 AM to 04:15 PM
Grades : 6-8
2005 Enrollment : 1131
Web Address : www.havasu.k12.az.us/thunderbolt/
Phone Number : (928) 855-4066
Fax Number : (928) 855-0041
E-mail : polson@havasu.k12.az.us

Mission

TMS will work to ensure that all students receive the best education available. The future depends on us providing the necessary tools to develop successful and productive citizens. Our mission is to do our best so students may achieve their best.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students at Thunderbolt Middle School will meet or exceed Arizona State Standards in reading, math, and language.
- ü Thunderbolt Middle School will implement a comprehensive, standards-based approach to instruction and assessment.

Enrollment

October 1, 2004 School Year Student Enrollment : 1137
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 39

Instructional Programs

- ü Middle School Teaming Concept
- ü After School Tutoring
- ü Gifted/Honors Classes
- ü Advisory Program
- ü On-Site Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 6 minutes
First Day of School :	7/18/2005
Last Day of School :	6/6/2006

Shared Responsibilities

School

We are responsible to provide a safe and orderly environment so that students can reach their highest potential. Parents are communicated with regarding policy and responsibilities.

Parents

Parents are responsible to ensure that their students attend school each day and to work with their students, the teachers and staff to ensure a successful educational program.

Transportation Policy

School bus transportation is provided for students attending the middle school who live outside of a one-mile radius.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü DAR American History Teacher of the Year	2003
ü NAU Student Teacher of the Year - Master's Program	2004
ü Arizona Delegate for Wild Kids Summit	2004
ü Arizona Geographic Associates Award	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	371	544	78250	100	98	99	566	558	548	12	15	21	12	14	18	61	60	48	15	11	13
All Students (Prior Year)	356	517	75001	98	98	99	479	472	468	23	30	37	45	44	36	22	18	16	10	8	10
Female	188	270	38071	99	98	99	572	565	549	8	9	20	11	13	19	65	65	49	16	13	12
Male	183	274	40126	100	98	99	560	551	547	16	20	23	14	14	17	57	56	46	13	10	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	51	91	29129	100	100	99	565	550	527	18	23	32	10	14	23	58	55	40	15	8	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	312	440	38320	99	97	99	568	562	568	11	13	12	13	13	14	62	62	55	15	12	19
Students with Disabilities	34	59	9329	100	100	100	472	478	454	71	73	64	21	13	18	8	13	16	0	0	2
Students without Disabilities	337	485	68996	99	97	99	573	567	561	7	8	16	12	14	18	65	65	52	16	12	14
Limited English Proficient Students	NC	17	10133	NC	100	100	NC	459	488	NC	64	45	NC	9	25	NC	27	28	NC	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	108	198	33388	97	96	94	556	546	530	21	23	32	14	15	22	53	55	40	13	7	5
Non-Economically Disadvantaged	263	346	44937	100	100	100	570	566	561	8	10	13	12	13	15	65	63	54	15	14	18

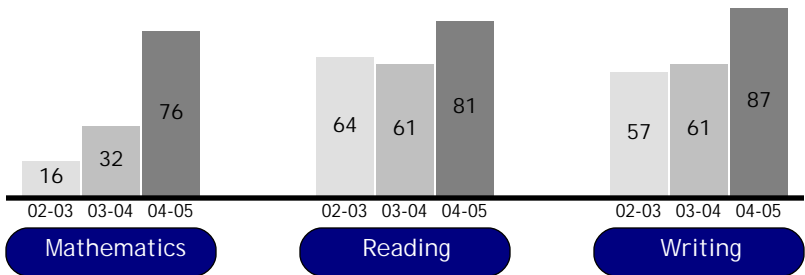
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	369	541	78302	99	0	99	531	526	512	6	8	11	13	16	25	74	70	57	7	6	7
All Students (Prior Year)	353	514	74918	97	98	99	510	504	497	17	22	32	23	23	19	43	41	35	18	14	15
Female	186	268	38082	98	0	99	541	536	518	2	4	8	10	12	24	77	75	61	11	9	7
Male	183	273	40166	100	0	99	522	516	507	9	12	14	17	21	26	71	65	54	4	3	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	51	90	29152	100	0	99	527	516	492	8	13	17	20	24	34	70	60	46	3	3	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	310	438	38347	98	0	99	534	530	531	6	7	5	12	14	17	74	73	68	8	7	10
Students with Disabilities	34	59	9353	100	0	100	436	452	429	46	47	40	42	36	38	13	18	22	0	0	1
Students without Disabilities	335	482	69024	99	0	99	539	533	524	3	4	7	11	14	23	79	76	62	8	6	7
Limited English Proficient Students	NC	17	10140	NC	0	100	NC	403	451	NC	82	28	NC	9	43	NC	9	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	108	197	33398	97	0	94	525	515	495	8	13	18	18	20	35	71	65	46	3	2	2
Non-Economically Disadvantaged	261	344	44979	100	0	100	534	532	525	5	5	6	11	14	18	75	73	66	9	8	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	371	541	78094	100	98	99	564	561	545	1	1	3	12	13	18	86	85	77	1	1	2
All Students (Prior Year)	355	515	74503	97	98	99	495	492	491	8	8	9	31	33	32	56	54	51	5	5	8
Female	188	266	38025	99	97	99	574	572	558	1	1	2	6	7	13	91	91	82	2	1	2
Male	183	275	40013	100	99	99	553	551	534	1	2	5	18	19	23	81	80	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	51	88	29068	100	98	99	567	554	523	0	3	5	13	12	27	88	86	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	312	440	38265	99	97	99	565	565	564	1	1	2	12	12	11	86	86	84	1	1	3
Students with Disabilities	34	58	9275	100	100	100	464	480	444	8	4	14	54	60	46	38	36	39	0	0	1
Students without Disabilities	337	483	68892	99	97	98	571	570	559	1	1	2	8	8	14	90	90	82	1	1	2
Limited English Proficient Students	NC	16	10084	NC	100	100	NC	419	474	NC	20	10	NC	40	39	NC	40	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	108	195	33296	97	94	94	551	550	527	3	4	5	14	15	27	83	81	67	0	0	0
Non-Economically Disadvantaged	263	346	44871	100	100	100	568	567	559	0	0	2	11	11	12	87	87	84	1	1	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	99	64	62	53	99	61	NA	56	98	56	57	51
	Language	100	62	57	45	100	56	52	48	98	53	54	47
	Mathematics	99	74	71	62	99	71	66	66	98	60	59	52
7	Reading	99	63	59	51	99	68	NA	54	99	55	53	50
	Language	97	74	65	54	100	76	73	58	99	57	56	52
	Mathematics	99	67	60	58	99	68	65	62	99	56	53	50
8	Reading	98	65	59	53	97	70	NA	55	99	60	56	51
	Language	100	65	56	49	97	64	58	52	99	57	55	50
	Mathematics	99	66	57	58	97	70	65	61	99	61	57	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Thunderbolt Middle School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Serve as an Advisory Group
- Ü Assess Physical Needs of the School
- Ü Facilitate Volunteers in the School

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	56.00
Other Professional Staff	5.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	2	0	0
4 to 6 years	12	2	0	0
7 to 9 years	9	4	0	0
10 or more years	16	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	168
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Hightly Qualified Teachers	24%

Resources Available at School Site

Special Facilities

- Ü Industrial Technology Facility
- Ü SDC Classroom
- Ü Computer Labs (3)
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Band/Choir Programs
- Ü Intramural/Interscholastic Sports
- Ü Peer to Peer Tutoring

Social Services

- Ü Lunch Program
- Ü SAP Groups
- Ü Breakfast Program
- Ü Counseling Services
- Ü Health Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Forty-four percent of the entire student body qualified for Renaissance, a program that recognizes students who meet academic standards, as well as attendance standards, with no discipline referrals.
- ü Forty percent of students are on the Honor Roll.
- ü For the last three years Thunderbolt Middle School has been a "highly performing" school.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	19	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Expectations are communicated to students in classes the first week of school and to parents through the student agenda. Programs such as Peer Mediation, Young Negotiators, guidance services and school resource officer all aid in teaching appropriate behavior.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

75

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Paul Olson	(928) 855-4066
Transportation Policy	Ron Nelson	(928) 855-8279
Community Resources	Gail Malay	(928) 855-7861
School Nutrition Programs	Aramark	(928) 855-5121
Parent Organization	Paul Olson	(928) 855-4066
Student Health/Nurse	Tammie Dutton	(928) 855-4066

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0318 Per page X 20 Copies = \$8.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.